

**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY Write NOGA ID here.
Grant period:	October 1, 2014, to August 31, 2016	<div style="transform: rotate(-90deg); transform-origin: center;"> RECEIVED TECHNOLOGY LENDING MAY 13 PM 2:50 TEAS EDUCATION AGENCY </div>
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
John H. Wood Jr. Public Charter District	015808	Hays Co, Rockdale, Granbury, & San Marcos	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
74-2869-255	20	Texas 20th	026050380
Mailing address		City	State ZIP Code
10325 Bandera Road		San Antonio	TX 78250-

Primary Contact

First name	M.I.	Last name	Title
Patricia	L	Ramirez	Assistant Superintendent
Telephone #	Email address		FAX #
210-638-5006	pramirez@woodcharter.com		210-638-5075

Secondary Contact

First name	M.I.	Last name	Title
Liz		Martinez	Information Technology Manager
Telephone #	Email address		FAX #
210-638-5020	lmartinez@woodcharter.com		210-638-5075

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Bruce		Rockstroh	Superintendent
Telephone #	Email address		FAX #
210-638-5001	brockstroh@woodcharter.com		210-638-5075
Signature (blue ink preferred)		Date signed	

Bruce Rockstroh

12 May 2014

Only the legally responsible party may sign this application.

701-14-107-194

Schedule #1—General Information (cont.)

County-district number or vendor ID: 015808

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015808

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015808

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 015808

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 015808

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015808

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

John H. Wood, Jr. Public Charter District (the "District") operates 5 schools across Texas covering an area of approximately 5,400 square miles. Each campus is located within a residential facility operated by a State, county, or private agency. Three schools are in juvenile detention centers ("JDC") in San Marcos, Rockdale, and Granbury. The other two schools are in residential treatment centers ("RTC") in San Antonio and San Marcos. All our students live in the facilities in which the District operates school. The facility personnel are effectively the students' family with the facility serving as the students' residence. Many of the students have little, if any, direct contact with their actual families.

The District will acquire 90 computer Netbooks (30 per Rockdale, Hays County, and San Marcos Treatment Center) and three secure charging carts will also be purchased. In addition, eighty (80) NOOKs (20 for each of the selected campuses) will also be acquired. Nook electronic reading devices ("eReaders") will be used along with existing digital learning tools and electronic instructional materials which have been purchased in the past using the Instructional Material Allotment (IMA) and other funding sources over the last three years. The existing instructional resources utilized include: eBooks, Microsoft Office, A-Plus, Reading Plus, English in a Flash, Rosetta Stone, STAR Math, STAR Reading, Accelerated Math, EBSCO online database, Encyclopedia Britannica and Science Starters. The devices will be lent/"checked out" to students for use beyond the District school day in key public areas of the residential facilities which have wireless Internet access. The content focus for NOOKs will be English, language arts, reading, and writing ("ELARW"). The Netbooks will support all core areas and college/career readiness.

The four campuses targeted represent 73% of the district's total enrollment on 2013 Snapshot Day (357 of 490 students) and 68% of our special education population (136 of 200 students). All our students are at-risk youth most suffering from emotional, behavioral, and psychological disabilities and all identified as "at risk" on one or more indicators of at risk status. The specific special education distribution is as follows: Hays County 20%, San Marcos is 55%, Rockdale is 25%, Granbury is 27% special education. Thirty-four percent of our students have multiple qualifying disabilities. Additionally, all students are economically disadvantaged and the District has over a 300% mobility rate. Generally, the RTC students remain longer than detention center students with some RTC students' residency lasting up to several years. Providing electronic devices and Internet access to the students outside of the school will serve as a normalizing experience that will aid in the students' transition back into a non-residential school setting and future employment. Experience with electronic devices and digital learning tools will help students to be successful both in school and in future careers.

The primary State assessment grades 7-10 will be targeted at each campus as the devices will be used with digital learning tools aligned with STAAR objectives. Mathematics and ELARW will be prioritized based on assessment data from previous years. Access to the technology will be aligned with campus and facility Positive Behavior Interventions and Supports ("PBIS") systems. Through PBIS, student's progress through "levels" as they exhibit good behavior both in and out of school. Technology has already proven successful as an incentive to drive positive behavior and academic performance through the PBIS systems.

Each facility has agreed to partner with the District to coordinate the implementation of technology and Internet access. For the facilities, this program will provide more opportunities for activities and educational enrichment outside of the classroom.

The proposed program will support several key objectives enumerated in the District technology plan. First, the District's guiding technology vision is to cultivate 21st century learners who take responsibility for and ownership of their learning. This grant will allow the District to reach beyond the classroom and work with each partner facility to expand students' educational opportunities. Students will be encouraged to take the initiative in using the new tools for educational enrichment. Second, the technology plan calls for the effective and innovative integration of technology for (1) differentiated instruction, (2) State assessment preparation, and (3) credit recovery and acceleration. Third, the additional devices at Rockdale, San Marcos, and Hays will move each campus to a 1:2 device to student ratio from their current 1:3 ratio, supporting the District's ultimate objective of 1:1. Granbury currently has a 1:1 ratio. This grant will provide additional NOOKS increasing accessibility by more students. Lastly, this program supports the objective of using eReaders and digital libraries at each campus and to further develop career/college readiness and skills.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 015808			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32					
Grant period: October 1, 2014, to August 31, 2016			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$4,240.00	\$	\$4,240.00
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$49,912.00	\$	\$49,912.00
Total direct costs:			\$54,152.00	\$	\$54,152.00
Percentage% <u>indirect costs</u> (see note):			N/A	\$1,159.00	\$1,159.00
Grand total of budgeted costs (add all entries in each column):			\$54,152.00	\$1,159.00	\$55,311.00
Administrative Cost Calculation					
Enter the total grant amount requested:					\$54,152.00
Percentage limit on administrative costs established for the program (15%):					× .02141
Multiply and round down to the nearest whole dollar. Enter the result.					\$1,159.00
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 015808

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other: <input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other: <input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other: <input type="checkbox"/> Building use <input type="checkbox"/> Other: <input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other: <input type="checkbox"/> Telephone <input type="checkbox"/> Other: <input type="checkbox"/> Administrative <input type="checkbox"/> Other:	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		<input type="checkbox"/>	\$
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service:		
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
1	Contractor's payroll costs # of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$
	Contractor's supplies and materials	\$
	Contractor's other operating costs	\$
	Contractor's capital outlay (allowable for subgrants only)	\$
Total budget:		\$

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 015808

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 015808		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
6	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
	Total budget:		\$
Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
7	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
	Total budget:		\$
Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
8	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
	Total budget:		\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	
(Sum of lines a, b, c, and d) Grand total		\$	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015808				Amendment number (for amendments only):			
Expense Item Description							
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:						Grant Amount Budgeted
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies			\$
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:			
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:			
Technology Hardware—Not Capitalized							
6399	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
	1	Nook Simple Touch	Electronic reading device	80	\$53.00	\$4,240.00	
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	
6399	Supplies and materials associated with advisory council or committee					\$	
Subtotal supplies and materials requiring specific approval:						\$	
Remaining 6300—Supplies and materials that do not require specific approval:						\$	
Grand total:						\$4,240.00	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 015808

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply: <input type="checkbox"/> ESC-owned vehicle usage <input type="checkbox"/> Other: <input type="checkbox"/> Insurance <input type="checkbox"/> Other:	\$
6411	Out-of-state travel for employees (includes registration fees) Specify purpose:	\$
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	\$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	\$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	\$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	\$
6429	Actual losses that could have been covered by permissible insurance	\$
6490	Indemnification compensation for loss or damage	\$
6490	Advisory council/committee travel or other expenses	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	\$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
Grand total:		\$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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By TEA staff person:

Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 015808

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669/15XX—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX/15XX—Technology hardware, capitalized				
2	Secure Dell Latitude 3330 charging cart and 90 Dell Latitude 3330 Netbooks, each set of 30 with cart will serve as a single operating unit at each campus.	3	\$16,637.29	\$49,912.00
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX/15XX—Technology software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX/15XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life				
29				\$
Grand total:				\$49,912.00

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 015808

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			489	
Category	Number	Percentage	Category	Percentage
African American	117	DNA	Attendance rate	99%
Hispanic	173	DNA	Annual dropout rate (Gr 9-12)	12.9%
White	176	DNA	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	DNA
Asian	2	DNA	TAKS commended 2011 performance, all tests (sum of all grades tested)	DNA
Economically disadvantaged	489	100%	Students taking the ACT and/or SAT	DNA
Limited English proficient (LEP)	27	5.52%	Average SAT score (number value, not a percentage)	DNA
Disciplinary placements	DNA	DNA	Average ACT score (number value, not a percentage)	DNA

Comments

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school			1	3	3	8	10	22	32	68	201	104	28	9	489
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:			1	3	3	8	10	22	32	68	201	104	28	9	489

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015808

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For general Information Technology ("IT") needs, the District utilizes the following needs assessment processes:

1. The 8th Grade Technology Proficiency Test, aligned with State standards to determine instructional needs;
2. A Technology Skills Proficiency Assessment designed to evaluate the technology literacy and competency of District staff;
3. A Technology Use Survey designed to evaluate the implementation and integration of technology into curriculum and instruction; and
4. Texas STaR Chart assessments to determine staff needs.

In addition, interviews, focus group sessions, facility meetings, IT and Curriculum Department walkthroughs, and asset inventories were utilized to analyze the current status of technology in the District and determine future needs. Items analyzed included: infrastructure, hardware, software, programs, courses, student achievement, student use of technology, technology resources, staff development, technical support, technology proficiency, and technology use and integration.

Hays County, Rockdale, Granbury and San Marcos students will be prioritized to provide more targeted instruction for assessment preparation, credit recovery and acceleration, and reading proficiency development. Special Education student enrollments are as follow: Hays - 20%, Rockdale - 25%, Granbury - 27% and San Marcos - 55%. Furthermore, many of these students are one to two years behind their peers. The proposed technology will allow these students to regain lost ground to their non-residential peers and will serve as a life/education normalizing experience. These students will be expected to use such technology once they are reintegrated into a non-residential school or in future careers. It is important to note that most students are residents by State order due to disabilities or criminal activities both which make it difficult to achieve success in a traditional educational environment. These students tend to have difficulties with sudden changes in their environment and yet only remain in the residential facilities for an average of 3-6 months. The integration of digital learning tools and Internet access outside of the school day will allow the District to have a greater impact on the students' education through additional assessment preparation, more credit acceleration/recovery opportunities, and a greatly expanded library of age-appropriate, high-interest, and Lexile reading level aligned reading materials purchased with the IMA and other State funds. The District has already witnessed success with extended learning opportunities both after school and "over the summer". For many of the District's students, their time in class is the highpoint of their tenures at the residential facility and the District has successfully leveraged extra-curricular educational opportunities as incentives at each campus for both increased academic and social skill improvement.

Texas assessment data for each campus also indicates the need for additional effective and innovative assessment preparation. Grades 7 - 10 will be specifically targeted because these grades represent the bulk of both the State assessment grades and 83% of the District's enrollment.

Currently, the District does not possess sufficient technology resources to equitably provide lending equipment to students. Over the last five years the District has implemented technology initiatives as funding was available. These initiatives include Amazon Kindle eReaders, Netbooks, NOOKs, and iPads. However, lending devices are not available at all the campuses. This grant would provide lending technology to those underserved campus that either do not have any "lending" devices or which do not have enough lending devices for students outside of the school day and thus the additional devices will provide equitable access to students across the district.

Four campuses would benefit from a new "technology lending" initiative and our largest residential treatment facility (San Marcos) would be able to expand lending services to more students. Currently three detention centers do not have a technology lending initiative. This grant will allow us to expand services in these three facilities where the students are provided Internet access or electronic materials outside the school day. For all students, the residential environment beyond the school day is limited to the creativity and ingenuity of the facility's direct care staff. These facility employees' training is focused on safety and other duties for a remanded population. They possess little or no educational background and have scant experience in planning enrichment activities that expand students' horizons intellectually and/or emotionally. To support this program, the District will coordinate with the facility to provide general instructional training and targeted professional development so that they may support the initiatives of this grant.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015808

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<i>In order to increase reading proficiency students need to read more – age appropriate materials outside the traditional school day.</i> Most of our students have some foundation entry skills in reading but struggle greatly in math, science and social studies. By enhancing their reading skill set we would be “ <i>playing to their academic strength</i> ” building their sense of confidence in tackling areas of greater academic difficulty. This is not to say our students are strong in reading, but rather that in most cases this is the area where the greatest gains can be quickly realized – hence improving their self confidence in the rest of their academic experience.	Providing NOOKS that can be used outside the traditional school day and beyond the traditional school year will not only enhance reading skill but also exposure to the concepts therein. Making the connection that reading can allow you to learn about any area of the world that you find of interest is a life-long asset. Just as their non-residential peers Google anything that interests them our students must also learn that accessing information to better negotiate the world is something successful people do every day. Reading is often the portal to all other areas of learning.
2.	<i>Students need to develop their technology proficiency levels.</i> These are students that have seldom had access to the typical technology devices experienced by non-residential students. Both as a function of their socio-economic backgrounds and their difficulties in traditional schools their experience with these devices is extremely limited. And yet these devices now are a pivotal part of the usual students’ upbringing and education.	Netbooks and NOOKS or similar devices are commonplace among their non-residential peers so their proficiency with these tools is tantamount to “growing up” in their world. For our students to compete with their peers they too must be exposed to these devices. Proficiency with these tools can only develop through direct access and extended use.
3.	<i>Credit Recovery and Acceleration</i> These devices provide a straightforward platform for many of the instructional software tools available for credit recovery and acceleration.	Netbooks will be used with A-Plus software that allows for credit recovery and acceleration through coursework aligned with the State TEKS. NOOKS will allow the students to select novels or texts of personal interest.
4.	<i>Innovative, personalized instructional support for success on state assessments</i> As part of the RTI process these devices provide the venue for personalized instructional support.	Netbooks will be used with Reading Plus, Accelerated Math, English in a Flash, Science Starters and other on-line resources available through EBSCO and Encyclopedia Britannica.
5.	<i>Increase integration of technology as a learning tool – not just a teaching tool.</i> The key here is to get our staff to learn to teach our students how to integrate their use of this technology for accelerated learning. Much as their peers, from their life experiences, have learned to expand their learning process with these devices as their constant companions, to our students this is often a foreign concept. Quite simply, their exposure to these devices has been limited at best.	Professional development for teachers will be provided the district instructional coordinator, through Project Share and through the Regional Service Center.

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Schedule #14—Management Plan

County-district number or vendor ID: 015808

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Projector Director, Pat Ramirez, M.Ed.	Assistant Superintendent - Has 37 years of experience in schools, 16 of these as a principal at all grade levels. Has been responsible for developing, implementing and evaluating numerous state and Federal grants and has long advocated and facilitated technology utilization.
2.	Debi Christensen	Principal at San Marcos will serve as campus coordinator. She has developed and shepherded a variety of competitive technology grants She has over 30 years experience in PK-university level: a teacher for 15+ years, a central office administrator for six and a campus principal for nine.
3.	Marc Malloy	Principal at Granbury will serve as campus coordinator. He is a highly experienced administrator with a good strategic and a passion for the success of all students. He has demonstrated school improvement in challenging school environments with a focus on proven instructional success.
4.	Raymon Puate	Principal at Rockdale will serve as campus coordinator. An educator for 38 years, 19 as a high school principal and 6 as a principal in a detention center. Rockdale has earned Recognized and Exemplary status on state testing.
5.	Jessica Raney Mutale	Principal at Hays will serve as campus coordinator. She has 10 years experience in education of which 7 have been in an administrative role. Her main focus has been organizing and implementing programs for a highly mobile student population.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Equitable access, maximum participation and effective utilization of equipment.	1. Purchase equipment to be used beyond school day.	10/01/2014	11/28/2014
		2. Observed increase in PBIS eligible students above lowest behavior levels.	10/01/2014	08/31/2016
		3. Documented access.	10/01/2014	08/31/2016
		4. Complete the training of staff in required procedures	10/01/2014	11/28/2014
2.	Increase Reading Proficiency	1. Observed increased independent reading time outside of school day	11/28/2014	08/31/2016
		2. Observed increased instructional time on both Reading Plus and English in a Flash.	11/28/2014	08/31/2016
3.	Increase in technology proficiency level.	1. Administer survey on entry level proficiency.	11/28/2014	08/31/2016
		2. Administer interim surveys as outlined in the grant to effectively document change	1/07/2015	08/31/2016
4.	Credit recovery & acceleration	1. Observed increased in use of A Plus for both credit recovery and acceleration	1/30/2015	08/31/2016
5.	Personalized Instruction	1. Observed increased in use of personalized instructional support software discussed earlier	1/30/2015	08/31/2016
6.	Technology Integration	1. Documented professional development for staff on the integration of technology for learning	10/01/2014	08/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015808

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We will utilize the Process Based Leadership ("PBL") model to monitor the implementation of this project. This organizational model streamlines operations, enhances communication, and guides the development and realization of targeted objectives to continually improve our students' academic experience. PBL involves weekly meetings at all personnel levels from the superintendent to instructional assistants in which information is communicated both up and down the chain of command, goals are established, and progress is evaluated. The Technology Lending Program Grant objectives will be included into the campus' PBL Scorecards to ensure the timely and effective completion of each initiative.

Objectives and activities will be incorporated into each campus' "Scorecard," a tool that effectively tracks progress towards the objectives and activities enumerated in Schedule 13 & 14 Part 2. Each campus coordinator will review the applicable Scorecard metrics with participating faculty and corrective actions will be assigned as necessary. Macro-level objectives integrating both campuses' metrics will be assigned to the District coordinator Scorecard. In weekly central office PBL meetings, the District leadership will review project progress based on monthly reports communicated through PBL to the District coordinator. Similarly, action items will be created as necessary to maintain project efficacy. The District coordinator will meet monthly with the campus coordinators to review progress through the PBL system.

Once a month, participating teachers will be able to provide feedback at meetings with their campus coordinator, who will in turn communicate regularly with the District coordinator. Programmatic adjustments will be communicated in the PBL meetings and through regular telephone and e-mail contact between campus and District coordinators. Information will be shared with participating teachers during the campus PBL meetings and participants will be able to voice concerns or share successful practices. Additionally, surveys will be completed every three months by students, District staff, and facility staff.

Progress will be assessed through monthly usage reports compiled from check in/out logs; software progress reports generated by each program and pulled every two weeks to assess student performance; student participation surveys administered pre- and post- TLPG, at 2nd and 5th six weeks' end, and at the end of the 1st and 2nd semesters

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

The District previously deployed 30 Netbooks with a charging cart to the Hays campus. We have 48 Netbooks with a charging cart and 39 Netbooks available at the San Marcos campus. We also have 30 Netbooks with a charging cart which were deployed this past year to our Rockdale campus. These devices are currently used with the following digital learning tools: eBooks, Microsoft Office, A-Plus, Reading Plus, STAR Math, STAR Reading, English in a Flash, Accelerated Math, EBSCO online database and Encyclopedia Britannica.

The District will use these existing devices with the new Netbooks and NOOKS proposed in this grant. Our existing digital learning tools will continue to be used in conjunction with new software and eBooks to be acquired through the IMA to provide comprehensive assessment preparation and credit recovery/acceleration aligned to rigorous State standards. The currently-deployed NOOKs and iPads will be integrated into the lending program for residential use.

An objective listed in the District's technology plan is the realization of a 1:1 student to device ratio. This grant will effectively move San Marcos, Hays and Rockdale from a 1 to 3 ratio to a 1 to 2. Granbury will provide increased access to NOOKS beyond the traditional school day. Furthermore, the District is committed to the effective and innovative use of technology in the classroom and has implemented approximately \$1 million on infrastructure improvements over the 2011-13 and 2013-14 school years through the Federal E-Rate program. The District has installed SMART Boards in each classroom and video conferencing equipment at each campus for distance learning. The District has remained committed to the integration of technology into the curriculum. In the 2014-15 school year, virtualized server-based computing solutions will be implemented at every campus to replace standard desktop computers. The PBL system will be leveraged to maintain project commitment and ensure progress towards program objectives.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015808

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	On-going analysis of utilization logs, student displays, check-out/in logs, student/staff surveys & sign-ins	1.	Increased # hours of instructional tech use per month beyond instructional day.
		2.	Increased percentage of eligible participating students.
		3.	Publicized events and train students, staff and facility.
2.	Analysis of students & staff utilization logs & a correlation analysis of utilization, academic success, improved student engagement	1.	Increased number of technology projects in classrooms.
		2.	Expanded faculty/facility skills in utilization of instructional tech tools.
		3.	Increased use of and growth in academic software.
3.	Analysis of CBA results, grades, & behavior levels in PBIS/facility	1.	Increased passing percentage on CBAs and report cards.
		2.	Increased percentage of students on top (positive) PBIS/facility behavior levels.
4.	Analysis of agendas, minutes and sign-ins	1.	Monthly review of agendas.
		2.	Increase in # of school meetings about expanded tech use for students with facility.
5.	Analysis of pre/post perceptions of technology utilization	1.	Increase in "tech adoption" documented in pre/post analysis of designed survey.
		2.	Increased positive perception of tech utilization as reported on pre/post survey assessing the perception of tech utilization by parents, staff, & students.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015808

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Funding will provide for 60 (30 per campus for Rockdale, Hays and San Marcos) Netbooks with carts and 80 (20 for Hays, San Marcos, 20 Rockdale, 20 Granbury). The District will provide secure NOOK charging carts with non-grant funds. Access to the devices will be aligned with campus and facility PBIS systems to (1) incentivize positive behavior in and out of school and (2) ensure the devices are handled responsibly. Any student above the lowest PBIS level will have access to the lending tools and residential Internet access. Students at the lowest behavior level in PBIS are dangerous to themselves and to others. These students are not provided with technology tools until they progress above the lowest level; however, technology access has proven to be an effective incentive for these students to demonstrate positive behavior and academic performance.

The District does not presently possess sufficient devices for an equitable lending program; Rockdale, Hays and San Marcos each have a 1:3 device to student ratio and hence these devices are already stretched thin. Furthermore, these facilities do not currently provide students with any technology tools beyond the school day. TLPG will allow the District to implement innovative educational tools in the residential areas of each residential facility. Each facility has agreed to partner with the District to facilitate the safe and effective use of the technology.

The District coordinators will oversee the program at their campus and track the objectives and activities enumerated in Schedule 13 and 14, Part 2. These objectives will be incorporated into the campus PBL Scorecards to maintain program commitment, track progress, and make adjustments as needed to maximize grant effectiveness. Participating teachers will facilitate the checking in/out of equipment and the execution of the Technology Lending Agreement.

The District currently has the following digital instructional tools: eBooks, Microsoft Office, Reading Plus, English in a Flash, A-Plus, STAR Math, STAR Reading, Accelerated Math, EBSCO online database, Encyclopedia Britannica and Science Starters. Thirty (30) Netbooks and a secure charging cart will be provided to Rockdale, Hays, and San Marcos campuses. Students will be able to check out the Netbooks to use them on our various instructional programs for credit recovery, credit acceleration, and State assessment preparation. To support student reading and writing ability, 20 eReaders will be provided to each campus with robust, age-appropriate, high interest, and Lexile reading level-aligned digital libraries.

Internet Access will be provided to public areas in each of the RTC campuses. At our Hays campus we'll provide wireless APs in every classroom and our portables. The District's students must have expanded opportunities to extend their learning for the sake of both curriculum and curiosity. These students require the effective and innovative use of technology to expand their worlds beyond the microcosm of the residential facility in which they live. In particular, electronic mobile devices with eBooks and audio books will allow students opportunities outside of class to read and cultivate literary stamina and fluency while nourishing the brain and heart. It is the District's intention to create such opportunities that inspire students to dream, to pursue their dreams, and to create a life worth living (the District's mission).

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015808

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District upgraded technology infrastructure, Internet Access, and Wide Area Network connectivity during the 2010-11 and 2011-12 school years utilizing approximately \$1 million of federal E-Rate Program technology funding. At both San Marcos, Hays, Granbury and Rockdale the District installed new, robust infrastructures with upgraded servers, switches, cabling and video conferencing equipment. During the 2012-13 school year, E-Rate funding was utilized for all District connectivity services including the Wide Area Network and Internet Access to provide residential Internet Access to the public activity areas at each campus. Technical support hours will also be provided via E-Rate funding to maintain the District infrastructure.

Through the Technology Lending Program Grant of 2012-13 the district purchased lending equipment for Afton Oaks and San Marcos our residential treatment center schools.

Through the IMA and district funds the district purchased e-Book titles for the lending equipment described above.

NOOKs will be incorporated into the lending program for student residential use. The District already possesses a robust digital library that will be further expanded using the IMA during the 2014-15 and 2015-16 school years.

Integration of all of the above equipment will be straightforward as in essence this new equipment will represent an expansion of the existing lending programmatic initiatives extant in the district. This new initiative will represent a much needed expansion of accessibility of these devices to that population in our district that has been as yet unserved or underserved by previous efforts in this area.

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015808

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District will prioritize the residential campuses wherein the students reside by State order and have little, if any, direct contact with their actual families. At these facilities, facility personnel are effectively the students' family with the facility serving as the students' residence. Additionally, Hays, Rockdale, Granbury and San Marcos represent 73% of the District enrollment (357 out of 490 students on 2013 Snapshot Day) and the students are at-risk youth suffering from emotional, behavioral, and psychological disabilities. Hays serves a study body that is approximately 20% Special Education. Rockdale's campus population is 25% Special Education. Granbury serves a study body that is approximately 27% Special Education. San Marcos enrollment is 55% Special Education. In comparison, the Texas average school SPED population is approximately 11%.

Additionally, all students are economically disadvantaged. The District has over a 300% mobility rate. The students in Rockdale, Granbury and Hays currently have no access to digital learning tools outside of the school day. San Marcos has an inadequate number of devices to meet the needs of their students in this area. Providing electronic devices and Internet access to the students outside of the school will serve as a normalizing experience that will aid in the students' transition back into a non-traditional school or into future careers. Experience with electronic devices and digital learning tools will help students to be successful both in school and in employment.

Equitable access will be provided by offering the technology to all students who demonstrate success in campus and facility PBIS systems. Students that demonstrate personal responsibility through good behavior in and out of school will have access to the lending technology and Internet access. All students above the lowest PBIS level will have access to the lending equipment and residential Internet access. Students at the lowest PBIS level are a danger to themselves and others. The District will partner with each facility to oversee the implementation of the devices and Internet access outside of school. For the facilities, this program will provide more opportunities for activities and educational enrichment outside of the classroom through fixed and flexible scheduling that supports campus PBIS systems.

Internet Access is provided to public areas in each of the campuses.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015808

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The fit between our existing curriculum, instruction and management systems and this TLPG grant initiative is seamless. The TLPG is providing a much needed extension of already existing district technology and instructional resources. Hence, this initiative will be easily integrated into our overall curriculum since this it facilitates all of the following areas that we continually address in our curricular and instructional programs:

- Increasing reading proficiency
- Increasing technology proficiency
- Increasing direct opportunities for credit recovery, credit accrual and accelerated learning
- Increasing venues for personalized instruction
- Increasing teacher capacity to integrate technology for strategic instructional intervention.

Each of the above are already core elements of our current curriculum and instructional process so again the "fit" is straightforward.

Our curriculum is a TEKS based scope and sequence with direct alignment to College / Career Readiness standards. Clearly, the devices requested in this TLPG mesh directly with the delivery of such a curriculum. Each of our students receives individualized instructional plans (IIPs) within 30 days of enrollment. In addition, for all of our special populations IIPs reflect strategic interventions, accommodations and or modifications. Hence, the general tone of individualized instruction permeates our entire instructional delivery system. Another central feature of our mission and instructional process is to always strive to close the achievement gaps evident for nearly all our students upon enrollment. Hence, tools that again accelerate learning or expand the school instructional contact time are pivotal to our student success. The TLPG grant's ability to help us expand the amount of personalized instructional time will be instrumental in our efforts to close the gaps our students face.

The key change the TLPG will facilitate is to make these technology tools extend our instructional process beyond the school day and school calendar. Thereby giving our students a chance to use this time to catch their non-residential peers on student achievement. Finally, we've spoken earlier on how the TLPG will enhance our students' technology "fluency" by providing the tools their non-residential peers generally regard as "the norm". Not to be ignored is the overwhelmingly significant psycho/social benefits these tools can provide in not only making our students' feel like they can "catch up" but also that they are growing up with the same tools as their non-residential peers. They realize that they are valued as individuals and that the system is willing to invest in their success. Bringing hope to *our* student population is nearly as essential as bringing them knowledge and skills.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015808

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District currently has the following digital instructional tools: eBooks, Microsoft Office, A-Plus, Reading Plus, English in a Flash, Science Starters, STAR Math, STAR Reading, Accelerated Math, EBSCO online database, and Encyclopedia Britannica. These instructional resources span elementary and secondary grade level content areas. Thirty Netbooks and secure charging carts will be provided to Rockdale, Hays and San Marcos. Netbooks were selected due to their versatility and compatibility with all of these digital learning materials. Students will be able to check out the Netbooks to use these various programs for credit recovery, credit acceleration, and State assessment preparation. To support student reading and writing ability, Twenty NOOKS will be provided to each campus with robust, age-appropriate, high interest, and Lexile reading level-aligned digital libraries. Additional reading materials to be purchased with IMA funds. Secure storage and charging carts for the eReaders will be provided by the District with non-grant funds.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015808

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District hosts an annual "Wood Academy" before each school year to provide professional development to new to JHW teachers and instructional assistants. The 2014-2015 Wood Academy will take place August 11-13 and specific professional development for digital content has included and will include for the 2014-2015 school year the following training for District initiatives: Lead Your School (a high-yield instructional strategy model); PBIS systems; Praesidium safety management; JHW curriculum and integration of technology. Extensive training and support is provided throughout the school year on all of the applicable software and technology for teachers and instructional assistants. This is done onsite as needed and/or requested by individuals, departments, campus administration, or district requirement or identified need. Thus, there are both general and targeted technology tools training for the effective and innovative use.

Specific training for the grant program for participating teachers will take place within 60 days of the NOGA onsite at each campus. Program goals and expectations, participant roles and responsibilities, and general program procedures for District and facility staff will be covered in the initial training. A second comprehensive training will take place within 45 days of equipment setup and within 90 days of the NOGA on all aspects of the TLPG, technology tools, operational procedures, and data collection. Participant facility staff will be involved in both trainings to ensure operational synergy.

Video conferencing equipment at each campus is used for virtual professional development. Additionally, the digital instructional tools already implemented contain professional development modules that will be leveraged to provide targeted training on an ongoing basis throughout the grant period.

The District has on staff an Instructional Coordinator ("ITC") and a Special Education Coordinator ("SEC"). Both of these positions are professional development-centric with upwards of 80% of each individual's time spent on campuses with teachers to provide targeted professional development. The ITC and SEC will provide group and individual training to participants and will work directly with the District and campus coordinators to address training needs. Participant teachers and instructional assistants will report development needs at their weekly PBL staff meetings and the campus coordinators will in turn communicate training needs to the District coordinator/ITC/SEC team.

All professional development will be provided through non grant funds.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the 2010-11 and 2011-12 school years the District overhauled its entire network infrastructure at all campuses and central office. Approximately \$1 million of technology equipment and service upgrades were implemented over these years. Internet access bandwidth and Wide Area Network connections were increased across the District to provide better connectivity and support more intensive applications, such as distance learning. The District also upgraded Microsoft exchange servers for District E-mail and phone systems. All campuses have new, robust infrastructures with upgraded or new servers, switches, cabling, and video conferencing equipment. These resources will directly support providing efficient Internet access to the facilities in which the students reside as the District wireless will be extended to cover key public areas in each residential facility where students will be allowed to utilize the grant technology/equipment.

A strong web filter and firewall are already installed and are regularly maintained and updated to protect network integrity. These same protections will cover the new access areas and will ensure a safe and secure environment for students.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015808

Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District operates its campuses within residential centers. Each campus is contained within a portion of the facilities which serve as the students' permanent residence during their treatment periods. The students' only interactions with technology tools and Internet access is during the school day. Therefore, for these students, providing technology access in the facility outside of the school day serves the same functionality as the home Internet access and technology their non-residential peers take for granted. However, for security and safety reasons, it is not possible to provide Internet access directly into the students' rooms. Instead, the respective facility staffs have agreed to provide common area rooms for use as student technology learning centers.

Access to the Internet and technology will be aligned with campus and facility PBIS systems to help incentivize positive behavior both in and out of the classroom, to ensure the digital tools are handled responsibly, and to provide for equitable access based on positive behavior.

The District has already ensured internet access in the common living areas at each facility. The TLPG will provide the technological tools (Netbooks and NOOKs) for student use beyond the traditional school day and school calendar. The district maintains the internet service and security for all sites within the district with non-TLPG funds

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District is technology-centric with a dedicated IT staff that utilizes an IT ticketing system to report and resolve technical issues. Employees report IT issues through a web-based platform wherein resolution tasks are assigned to specific staff members. The IT staff members then provide real-time updates to employees' tickets from initiation to resolution while working on a given issue. Weekly reports are provided during IT PBL sessions to target any high-priority tickets or focus on projects, tasks, action items or problem areas to resolve.

The District provides an Instructional Coordinator who assists with technology-related tools such as Smartboards, NOOKs, Netbooks, Kindles, and iPads. The coordinator provides invaluable technical support for our students and the use of technology tools provided to them throughout the day.

The District also provides technical support staff at all campuses to address any technical issues with Netbooks, laptops, logins, student accounts, NOOKs, etc. The technical support staff members travel among assigned campuses weekly to provide assistance with technology-related equipment provided to our students.

The District provides a strong web filter and firewall which are regularly maintained and updated to protect network integrity. These same protections will cover the new access areas and will ensure a safe and secure environment for students. Our District Network Administrator maintains and monitors web-related issues and updates to the web filter on a daily basis. The Network Administrator targets any weaknesses in the web-filter which could cause delays in service. The weaknesses are accessed and corrected in a timely manner. Web sites are also maintained and opened by request to students for approved curriculum-related websites.

The district has provided 50MB internet access throughout the district.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The devices will be maintained in a central, secure location at Hays, Rockdale, Granbury and San Marcos in secure mobile charging carts and will be checked in and out using a check-in/out log. The campus coordinator will maintain the inventory and report issues to the District coordinator.

The District Assistant Superintendent will serve as the District-level coordinator and the campus Principal will be the campus level coordinator. Both the District and campus coordinators volunteered to serve in this capacity and no additional staffing administration fees will be incurred. Participating teachers and facility staff will be compensated with non-grant funding for additional professional development and employment hours worked for this program.

Program administration will be through the District's PBL system. Objectives and activities will be incorporated into each campus' "Scorecard," a tool that will effectively track progress towards the objectives and activities enumerated in Schedules 13 and 14, Part 2. Each campus coordinator will review the applicable Scorecard metrics with participating faculty and corrective actions will be assigned as necessary. Macro-level objectives integrating both campuses' metrics will be assigned to the District coordinator Scorecard. In monthly central office PBL meetings, the District leadership will review project progress based on monthly reports communicated through PBL to the District coordinator. Similarly, action items will be created as necessary to maintain project efficacy. The District coordinator will meet monthly with the campus coordinators to review progress through the PBL Scorecard system.

The campus coordinators will monitor the checking in/out of devices to ensure equitable use of the tools aligned with each campus and facility PBIS system. By aligning access to the PBIS level systems, all students at each campus will have equal access based upon positive behavior. Every student except those at the lowest PBIS level will have access to the lending devices and residential Internet access. Students at the lowest PBIS level are a danger to themselves and others. These students are not provided technology until they progress to the next PBIS level; however, technology access has proven to be a successful incentive to drive positive behavior and academic performance.

Each campus has a PBIS committee comprised of a campus administrator and faculty representatives (both teachers and instructional assistants) that evaluate students for PBIS level progression. Every campus teacher is tasked with making appropriate recommendations for PBIS level progression to the PBIS committee on behalf of students who demonstrate positive behavior. Students earn privileges as they advance in PBIS levels, such as technology access above PBIS level one. This system is already in place at every campus and has proven itself successful in driving behavioral and academic improvements. On the facility side, a staff member will assist the TLPG participating teacher in facilitating the checking out of technology, residential Internet usage, and the proper execution of the Technology Lending Agreement prior to any such access.

In the case of competing need, teachers will rotate based on previous usage to prevent monopolization of technology. Teachers will also have the opportunity to discuss usage in monthly PBL meetings and the campus coordinator will arbitrate in cases of competing need. The District coordinator will review usage reports from each campus to ensure students enjoy equitable access.

As a technology-centric District, the IT staff regularly conducts campus visits and utilizes an existing ticketing system to report issues and track resolutions. The IT PBL Scorecard also tracks technical issues and their resolution with metrics to ensure the timely resolution of issues. Lingered outstanding issues are reported at the District leadership PBL meeting to guarantee swift resolution. Weekly IT staff meetings will incorporate reports from the District and campus coordinator regarding technical issues and needs. The IT Director will work directly with the District coordinator to guarantee the expedient completion of any technology needs revealed through ongoing grant data collection and meetings.

Funding for Internet access, Wide Area Network connections between the campuses and central office, and technical support and maintenance will be provided through the E-Rate federal grant program and existing State funding. E-Rate will provide up to \$200K of basic maintenance connectivity (historically, the District has utilized approximately half this amount in a given year) to maintain the program and the entirety of the District network and infrastructure.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District policy requires that any item valued at \$3,000.00 or greater be placed on the official, regularly audited District inventory. In accordance with State policy, any items at \$5,000.00 or greater are capitalized as fixed assets. The carts with Netbooks at each campus will operate as a single unit whose functionality under the TLPG is contingent upon the entire unit complete with all component parts. For this reason, the cart and laptop unit at each campus will be part of the District inventory at a value of greater than \$3,000.00 and each complete unit will be capitalized as a fixed asset as each has a value greater than \$5,000.00. These records are maintained by the District Finance Director in the TxEIS asset module information system. The District performs an inventory annually at each campus and central office.

Additionally, the District IT department maintains an inventory of all technology deployed throughout the District. Each laptop, cart, eReader, wireless access point (for residential Internet access), & etc. will be tagged with District inventory labels and each campus coordinator will account for their school's lending device inventory daily. Any missing or damaged items will be reported immediately to the District coordinator and the District will work with each facility to maintain inventory integrity.

A device lending log will be maintained in the District's SharePoint intranet database. Data will be uploaded from campus check-in/out logs a minimum of once a month. Each campus coordinator will be responsible for maintaining their school's log and the District coordinator will audit campus logs monthly. Each participating teacher will only check out lending equipment after notifying their campus coordinator and will ensure the timely return of all equipment from the facility staff. Each facility will partner with the District in coordinating the use and monitoring of lending equipment and residential Internet access.

The Netbooks will be purchased with 3-year warranty and maintenance agreements to cover repairs and replacement. Specific device insurance will not be provided, pursuant to standard operating procedures, as the campuses operate within secure, locked facilities. However, all items will be covered under the District's general liability insurance.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Lending Agreement is based on best practices research. This agreement includes enumerations of acceptable and unacceptable use of the mobile electronic devices by students, acceptable and unacceptable uses of the residential Internet access, and expectations and requirements of the facility staffs coordinating the implementation and monitoring of the new technology.

The District implemented new Acceptable Use, Staff Internet Safety, and Student Internet Safety Policies during the 2011-12 school year pursuant to the federal Child Internet Protection Act legislative updates. Each policy addresses responsible use of equipment, digital resources, the District network, and the Internet and enumerates acceptable and unacceptable activities. The Technology Lending Agreement incorporates each policy by reference in addition to specifically addressing the technology, digital tools, and Internet usage that will be implemented in this program. All of the revised policies can be viewed at: <http://www.woodcharter.com/index.cfm?plD=9321>. Students are required to sign the Acceptable Use Policy and Student Internet Safety Policy prior to accessing the District network. The facility staff will execute the documents on behalf of the students as their legal guardians. Under this program, the Technology Lending Agreement will incorporate both policies and students and facility staff will be required to sign the documents prior to accessing the new technology. Additionally, over the 2013-14 school year the District practiced Cyberbullying awareness and prevention staff development for all faculty and incorporated Cyberbullying awareness and prevention education for all students.

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